



**BEST PRACTICES
CLEARINGHOUSE**

– Lessons from the Field –

***Promoting Whole Student Health Through
Safe Digital Habits***

NOVEMBER 8, 2023
3:00 - 4:30 PM ET

Poll #1

Please tell us about what your school is doing to address online harassment and bullying. (Select all that apply.)

- a. Nothing and we currently do not have plans to address online harassment and bullying.
- b. Nothing but I am interested in finding approaches to implement.
- c. We have a process to identify students who may be experiencing online harassment and/or bullying.
- d. We offer support to students experiencing online harassment and/or bullying.
- e. We offer elective classes to teach ethical internet/social media use or digital citizenship.
- f. We require all students to participate in lessons on ethical internet/social media use or digital citizenship.
- g. Other (Please share via the Zoom Q&A.)

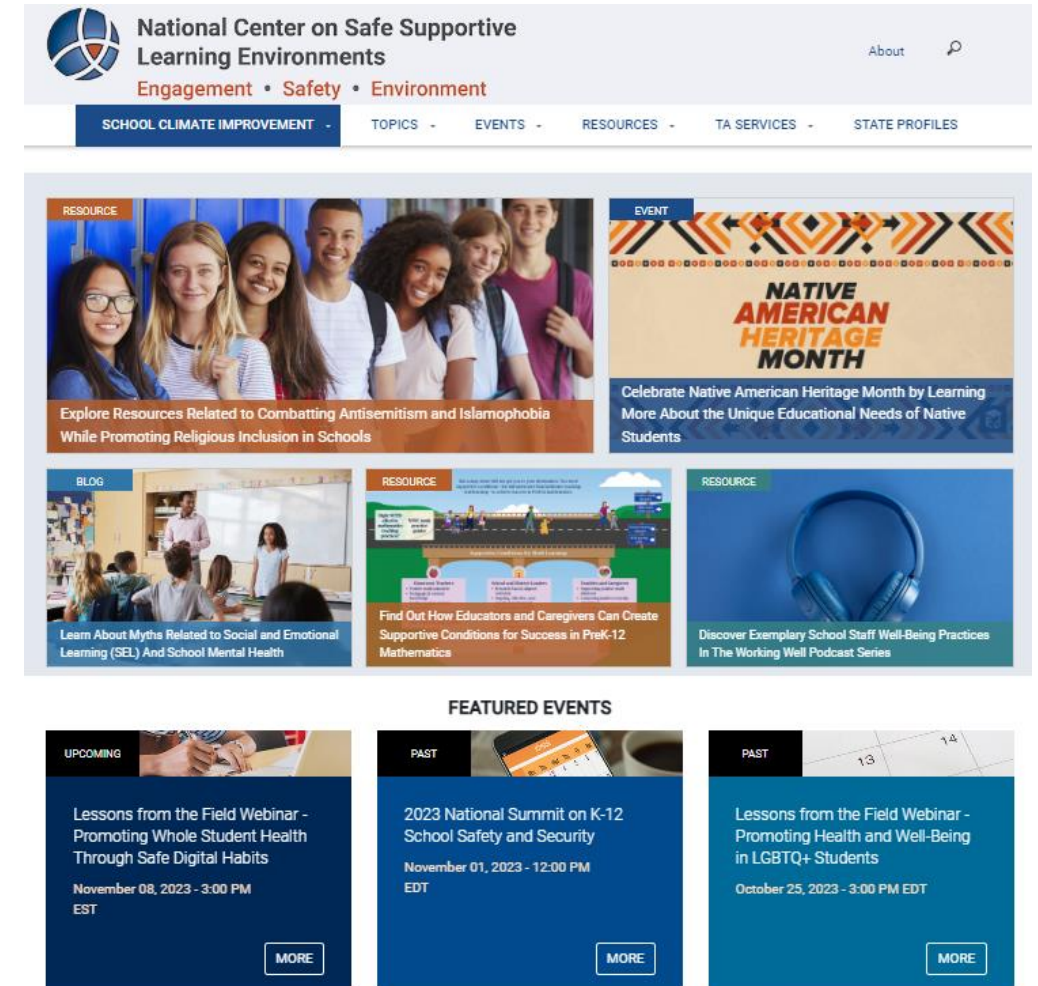
NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)



To access information and archived materials from previous Lessons from the Field webinars, go to:

<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>





Agenda

- 1 Introduction and Logistics
- 2 Welcome from U.S. Department of Education
- 3 Context-Setting: Positive and Negative Impacts of Social Media and Other Online Activities on Student Health and Well-being, including Q & A
- 4 Panel Discussion
- 5 Closing Remarks
- 6 Live Q&A

Meet Our Context-Setting Speakers



Dr. Melissa Mercado-Crespo

Lead Behavior Scientist, Team Lead – Youth Violence and Emerging Topics, NCIPC,
Division of Violence Prevention, Centers for Disease Control and Prevention (CDC)



Tyiesha Short

Associate Director of Science and Policy, Office of the Surgeon General, U.S.
Department of Health and Human Services (HHS)



Dr. Jenny Radesky

Co-Medical Director, Center of Excellence on Social Media and Youth Mental Health;
Director, Division of Developmental Behavioral Pediatrics, Associate Professor of
Pediatrics, University of Michigan Medical School, MI

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-promoting-whole-student-health-through-safe-digital-habits>



BEST PRACTICES CLEARINGHOUSE

U.S.
Department
of Education
Welcome

Nicole White

PROGRAM SPECIALIST
OFFICE OF SAFE AND SUPPORTIVE SCHOOLS
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

Cyberbullying and Online Harassment

Melissa C Mercado, PhD MSc MA



Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention



Image source: iStock

“Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.”

<http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>

Types of Bullying



Physical



Verbal



**Relational/
Social**



**Damage to
Property**



Cyberbullying

Bullying is common.

15%

high school students reported being **bullied** at school in the last year.



16%

high school students reported being **cyberbullied** in the last year.



Clayton HB, Kilmer G, DeGue S, et al. Dating Violence, Sexual Violence, and Bullying Victimization Among High School Students —Youth Risk Behavior Survey, United States, 2021. MMWR Suppl 2023;72(Suppl-1):66–74. DOI: <http://dx.doi.org/10.15585/mmwr.su7201a8>

What happens online...
doesn't always stay online.



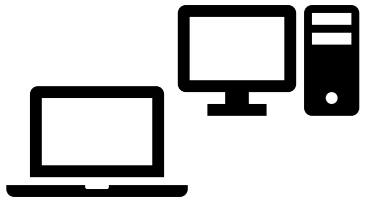
Virtual is real.





What are Virtual Communities?

Where Are Virtual Communities?



Types of Virtual Communities?



Images source: iStock

**Parents and
caregivers
play a key
role in
cyberbullying
prevention**



Parents' Understanding about Bullying

2017, 2018, and 2019 Fall ConsumerStyles

77%

63%

51%

Harmful

Repetitive

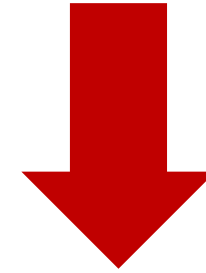
Power Imbalance

Mercado MC, Daniel L, Allen CT, Mercer Kollar LM, Wang J, Roby SJ. (2023). [Parents' Understanding about Children's Bullying: Fall ConsumerStyles Survey, United States, 2017, 2018, and 2019](#). *Journal of Interpersonal Violence*. DOI: 10.1177/08862605231197153.

Parents' Understanding about Bullying

2017, 2018, and 2019 Fall ConsumerStyles

- + Being **male**, **non-Hispanic Black or Hispanic**, **having high school or less education**, and **small household size** were associated with low overall understanding about bullying.



**Low overall
understanding about
bullying**

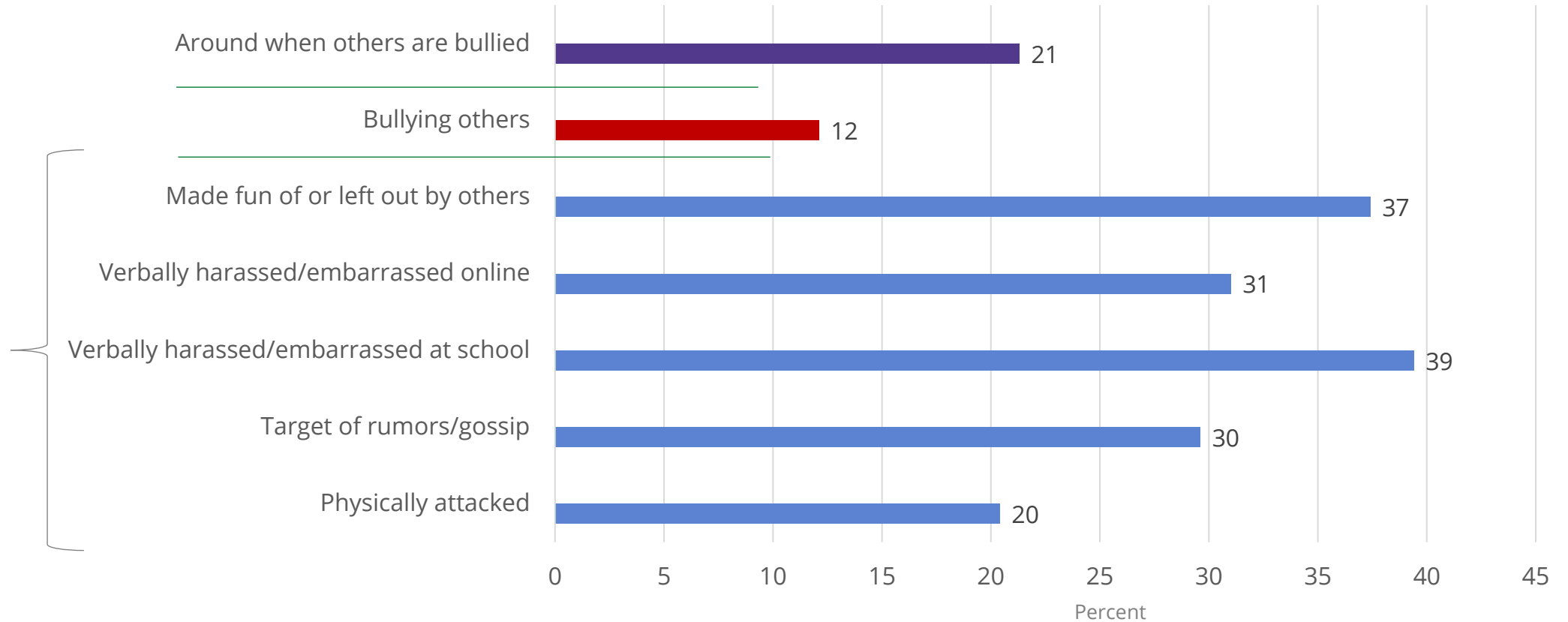
Concern about Child(ren) Being Involved in Bullying

I am concerned that my child(ren) might be...
(Fall 2020 ConsumerStyles)

Witnessing

Perpetration

Victimization

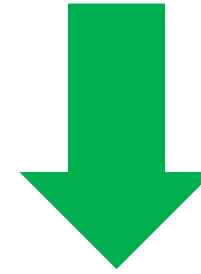


Mercado MC, Wang J, Mercer Kollar LM. (2022). [Parents' Self-reported Changes in Concern about Children's Bullying – Fall ConsumerStyles and Estilos Surveys, United States, 2020](#). *Journal of Interpersonal Violence*. DOI: 10.1177/08862605221078810.

Concern about Child(ren) Being Involved in Bullying



Not physically
attending school



Less concerned about
child(ren) being bullied

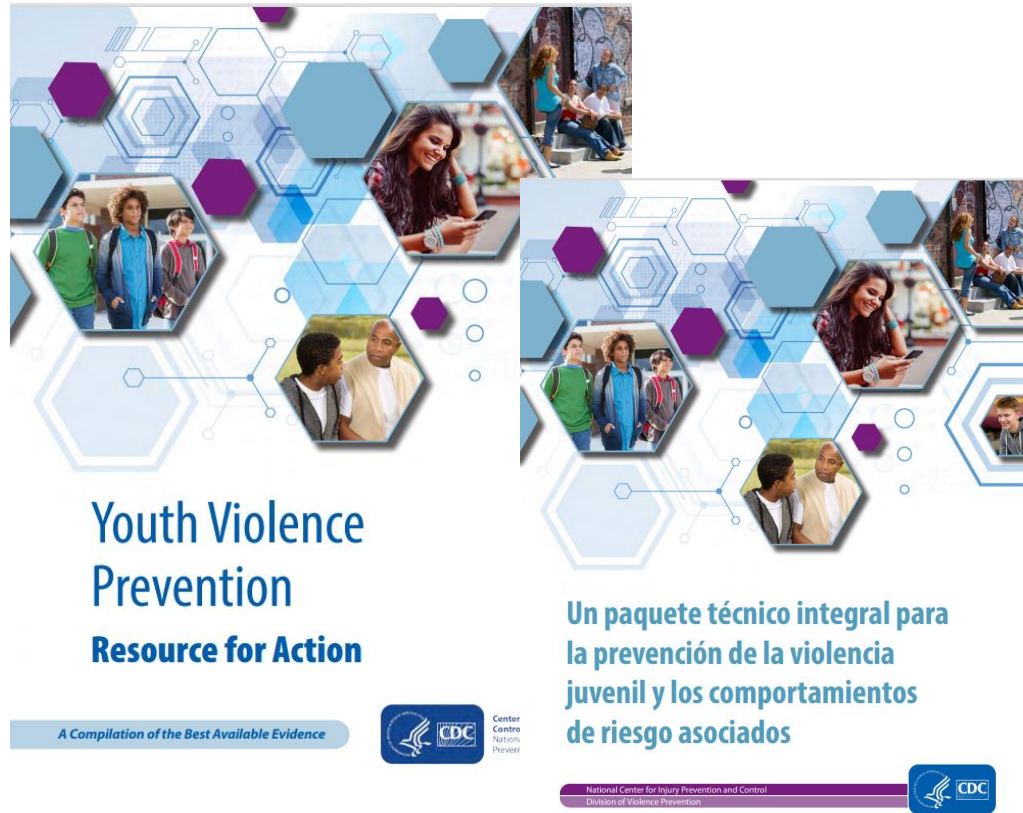
- + Not physically attending school was associated with parents being **less or not** concerned about their children being bullied in Fall 2020 (compared to prior 12 months).

Potential Offline Impacts of Online Violence

- Long-lasting negative health consequences across the lifespan
- Associated with sexual violence in adulthood
- Internet-mediated gang violence

Image source: iStock

CDC's Youth Violence Prevention Resource for Action



Select group of strategies based on the best available evidence to prevent or reduce violence.

- **Strategy** – lays out direction of actions
- **Approach** – specific ways to advance the strategy (programs, policies, practices)
- **Evidence** – for each approach in preventing violence or its associated risk factors

<https://www.cdc.gov/violenceprevention/communicationresources/pub/resource-for-action.html>

The Community Preventive Services Task Force

School-based Anti-bullying Interventions

Major Findings:

- + Reductions in bullying perpetration and victimization
- + Improvements in anxiety, depression, and well-being
- + Reductions in cyberbullying perpetration and victimization



<https://www.thecommunityguide.org/findings/violence-prevention-school-based-anti-bullying-interventions>

Prevention: Learn how to identify bullying and stand up to it safely

Become an upstander



<https://vetoviolence.cdc.gov>



TOOLS AND TRAININGS

PREVENTION INFORMATION

Sign In

REGISTER



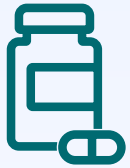


Fall is here!

This Season, There Are More Ways than Ever to Protect Our Health



Safe, updated vaccines – For the first time ever, vaccines and other preventive antibodies are available for all three major fall and winter respiratory viruses: flu, COVID-19, and RSV.



Widely available effective treatments – Treatments available for flu and COVID-19 can reduce the risk of severe illness, hospitalization, and death.



Rapid antigen tests – These tests, some of which can be used at home, can quickly detect viruses so there are no delays in getting treatment and taking steps to protect family and coworkers.



Everyday actions – Covering coughs and sneezes, frequent handwashing, wearing masks, improving air quality, and staying home if you are sick can help reduce the spread of respiratory viruses.

<https://www.cdc.gov/respiratory-viruses>

Melissa C Mercado, PhD
MMercadoCrespo@cdc.gov

Thank you!

The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

Social Media and Youth Mental Health

The U.S. Surgeon General's Advisory



Office of the
U.S. Surgeon General

Tyiesha Short
Associate Director of Science and Policy

A Surgeon General's Advisory

is a public statement that
calls the American people's attention to an urgent public health issue
and provides recommendations for how it should be addressed.

Advisories are reserved for significant public health challenges that require the nation's
immediate awareness and action.



**Office of the
U.S. Surgeon General**

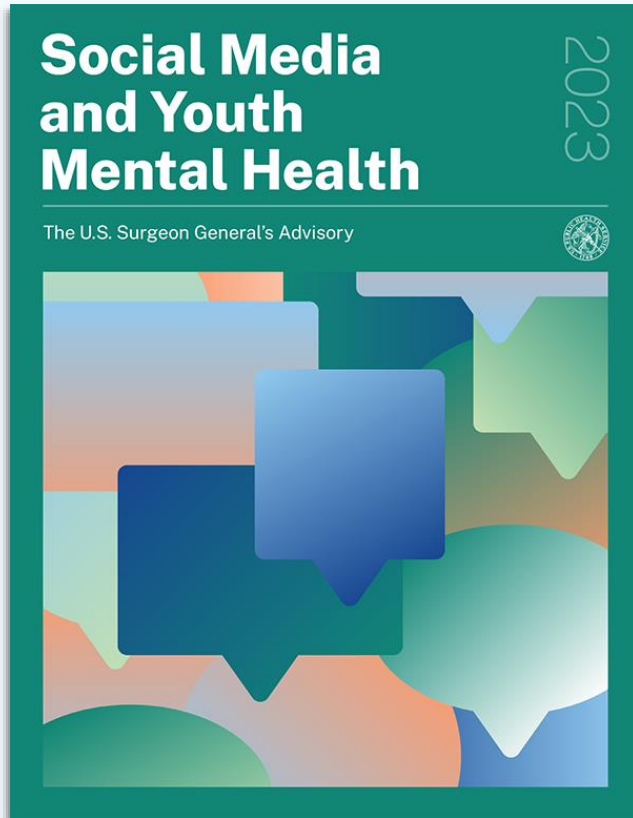
About This Advisory

This Advisory calls attention to the growing concerns about the effects of social media on youth mental health.

The Advisory outlines:

- **Current evidence on the positive and negative impacts of social media on children and adolescents**
- **Primary areas for mental health and well-being concerns**
- **Opportunities for additional research**

The Advisory includes actionable recommendations for the institutions that can shape online environments—policymakers and technology companies—as well as for what parents and caregivers, young people, and researchers can do.



Social Media Has Positive and Negative Impacts

Social Media Can Have Positive and Negative Impacts

- The influence of social media on youth mental health is **shaped by many complex factors**, including, but not limited to:
 - The amount of time spent on platforms
 - The type of content consumed or otherwise exposed to
 - The activities and interactions social media affords
 - The degree to which it disrupts activities that are essential for health
- Adolescence represents a **highly sensitive period of brain development** that can make young people vulnerable to potential harm from social media use.

Potential Benefits of Social Media Use

- Social media can serve as a **source of connection, information, and support** for youth, especially for those often marginalized.
 - A majority of adolescents report that social media helps them feel:
 - **More accepted** (58%),
 - Like they **have people who can support them** through tough times (67%),
 - Like they have a place to **show their creative side** (71%), and
 - **More connected** to what's going on in their friends' lives (80%).
 - **7 out of 10** adolescent girls of color report encountering **positive or identity-affirming** content related to race across social media platforms at least monthly.

Potential Harms of Social Media Use

- Social media use is linked with concerning mental health outcomes.
 - Adolescents who spend **+3 hours per day on social media face double the risk** of experiencing poor mental health outcomes, such as symptoms of depression and anxiety.
 - Greater social media use may predict **poor sleep, online harassment, poor body image, low self-esteem, and higher depressive symptom scores**, particularly among girls.
- A majority of parents of adolescents say they are somewhat, very, or extremely worried that their child's use of social media could lead to:
 - Problems with **anxiety or depression (53%), lower self-esteem (54%), being harassed or bullied by others (54%), feeling pressured to act a certain way (59%), and exposure to explicit content (71%)**.

Drivers of Mental Health and Well-Being Concerns

- Social media can be **excessive and problematic** for some children and adolescents.
 - **Nearly 1-in-3** adolescents report using screens (most commonly social media) until midnight or later on a typical weekday.
 - Poor sleep has been linked to **altered neurological development** in adolescent brains, **depressive symptoms, and suicidal thoughts and behaviors**.
- Social media can present risks of **extreme, inappropriate, and harmful content** exposure.
 - **About two-thirds** of adolescents are “often” or “sometimes” exposed to hate-based content.
 - A review of 36 studies **found a consistent relationship between cyberbullying via social media and depression** among children and adolescents.
 - **Nearly 6-in-10** adolescent girls say they've been contacted by a stranger in ways that make them feel uncomfortable.

Known Evidence Gaps

Known Evidence Gaps

- Nearly every teenager in America uses social media and yet, **we do not have enough evidence to conclude that it is sufficiently safe for them.**
- There are critical gaps in our understanding of mental health risks to youth posed by social media:
 - What type of content, at what frequency & intensity, generates most harm? For which users & why?
 - What are the beneficial effects of social media? For whom? In what ways? Under what circumstances?
 - What are the potential pathways through which social media may cause harm or benefit to children's and adolescents' mental health and well-being?
- A lack of access to data and lack of transparency have been barriers to understanding the full scope and scale of the impact of social media on mental health and well-being. While more research is needed, this **gap in knowledge cannot be an excuse for inaction.**

Considerations for Schools and Educators

Actionable Steps

- Schools and educators can **teach kids about responsible online behavior and model that behavior, support the implementation and evaluation of digital literacy curricula, and report problematic content and activity.**
- There are a number of programs and evidence-based practices that can be implemented by schools to promote mental health and digital well-being, including:
 - **Digital Citizenship**
 - **Digital and Media Literacy**
 - **Educational programs to promote online safety**

Thank you!

Tyiesha Short

Associate Director of Science and Policy

Supporting Healthy Relationships with Media in K-12 Students



Jenny Radesky, MD

Associate Professor of Pediatrics

Director, Division of Developmental Behavioral Pediatrics

University of Michigan Medical School

AAP Center of Excellence on Social Media and Youth Mental Health

- Last fall, the American Academy of Pediatrics was awarded \$10 million over five years from the U.S. Department of Health and Human Services (HHS), through the Substance Abuse and Mental Health Services Administration (SAMHSA), to establish a National Center of Excellence on Social Media and Mental Wellness.
- The Center will serve as a centralized, trusted source of evidence and support for children and teens, parents, educators, pediatricians and other professionals who help youth navigate social media.

Supporting Young People, Families, Educators, and Clinicians

- Our first step in supporting families has been to recognize the polarized, fear-based narratives about children and media in the press and how these contribute to feelings of guilt and shame.

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 YES! Magazine

Social Media Isn't the Main Reason Teens Are Depressed

Studies that examine social media impacts in a nuanced fashion have found the large majority of teens benefit. Illustration by nadia snopek/...

2 weeks ago




 The New York Times

Opinion | Why Are American Teens So Unhappy?

I fundamentally disagree with Ross Douthat's argument that the promotion of "rapid secularization" through social media has made young people...

3 days ago




 Yahoo News

Is it fair to blame social media for teenagers' mental health?

Many experts make the case that social media is clearly the root cause of the teen mental health crisis. They argue that constant social...

3 weeks ago



 CBS News

Missing Dallas 13-year-old found locked in shed in North Carolina after social media meeting

... to let them know a teen had disappeared from her home in Dallas, Texas. She had been chatting with a man she met on a social media...

1 hour ago



 CENTER OF EXCELLENCE
Social Media and
Youth Mental Health

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

Strengths-Based, Child-Centered Center of Excellence Framework

1. Centering the child and their agency/self-regulation
2. Taking a developmental lens
3. Understanding individual differences
4. Considering family and community context
5. Critiquing digital ecosystem design

Center of Excellence Framework

1. Centering on the child/adolescent: Help youth and caregivers provide support for agency, advancing skills in digital citizenship and literacy, media self-regulation, and letting kids/teens contribute to solutions. Treat kids like *subjects* rather than *objects*.

Implications for school safety

- Helping kids exert agency (e.g., turning screens off to go to bed, resisting checking phones during class)
- Helping students enjoy creative, prosocial, or community-supportive uses of social media and technology

Center of Excellence Framework

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What you can do

- Consistent phone policies supported with behavior change like silencing notifications
- *Pocket Points, Forest* apps
- Activities that support reflection on how tech effects our attention and emotions



Center of Excellence Framework

2. Developmental lens: Support healthy relationships with technology from infancy, focusing on important emotional processes that can be hindered or supported with technology (e.g., calming down, play, sleep)

Implications for school safety

- Young children's exposure to violent or age-inappropriate content is linked with sleep problems and aggression.
- When devices/media are used to calm young children down, it gets in the way of learning self-regulation skills.

Center of Excellence Framework

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What you can do

- Send home info about positive mobile games, movies or shows for caregivers to co-view, as well as play ideas.
- Avoid use of screens for calming/keeping kids occupied in the classroom.

Center of Excellence Framework

3. Individual differences: Children's and teens' relationships with media will vary by their strengths and challenges (e.g., sense of self, impulse control, perfectionism, social anxiety, threat perception), and they are profiled by these characteristics. We need to tailor approaches to the strengths and challenges of each child.

Implications for school safety

- Students with lagging skills (executive functioning, self-regulation, perspective taking) are more likely to have problematic media habits and school behavior.
- Targeting/profiling by vulnerabilities

Center of Excellence Framework

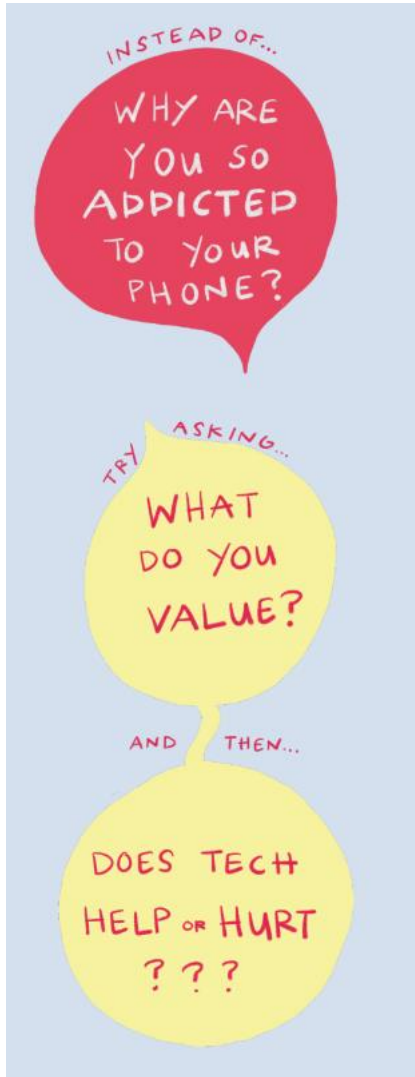
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What you can do

- Build data literacy (about how users are profiled).
- Utilize Common Sense Education modules: Values Card Sort activity.



Online privacy: what's the issue? We share a lot about ourselves online, why does it matter?

Who has my data? See what information apps collect about you and how. Is it what you expect?

Who is tracking me? Who gets your data and how do they use it?

Source: Digital Privacy Toolkit www.lse.ac.uk/my-privacy-uk

<p>AUTHENTICITY being myself, being genuine, knowing who I am</p>	<p>BALANCE being intentional about my time and focus</p>	<p>CONNECTION building and keeping close relationships, being there for friends and family, making friends</p>
<p>EMOTIONAL HEALTH accepting myself for who I am, mental health, self-confidence</p>	<p>GRATITUDE appreciating the life and things I have</p>	<p>HARD WORK striving academically, taking steps toward my future career</p>

Center of Excellence Framework

4. Importance of context: Child media use does not occur in a vacuum. Access to other community opportunities and *parent media use* shape child well-being too.

Implications for school safety

- Students who have less access to after-school activities or other opportunities may engage more with social media/video gaming.
- Students whose parents use a lot of technology/social media may not feel as close to them, have fewer opportunities for emotional connection at home.

Center of Excellence Framework

4. Importance of context: Child media use does not occur in a vacuum. Access to other community opportunities and *parent media use* shape child wellbeing too.

Implications for school safety

- Students who have less access to after-school activities or other opportunities may engage more with social media/video gaming.
- Students whose parents use a lot of technology/social media may not feel as close to them, have fewer opportunities for emotional connection at home.

What you can do

- Afterschool programs
- Center for Parent and Teen Communication:
<https://parentandteen.com/>
- Device-Free Dinner
- Conversation Starters: Would You Rather?



Why Device-Free Dinners Are a Healthy Choice

Technology offers plenty of benefits and opportunities for families, but nothing replaces face-to-face time with the ones we love.

Source: Common Sense Education
<https://commonsensemedia.org/device-free-dinner>



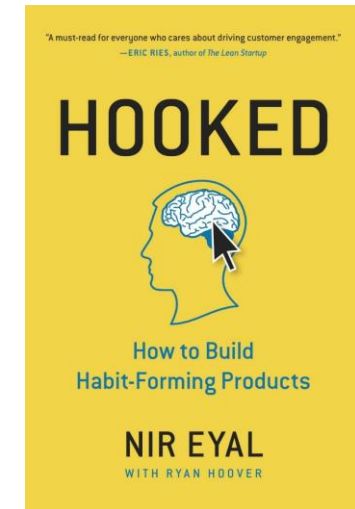
Source: www.drkmattson.com/post/digital-citizenship-discussion-cards

Center of Excellence Framework

5. Digital ecosystem design: Most digital platforms were designed by adults, for adults. Products are optimized for engagement and ad revenue, not child wellbeing. This means that extreme content, misinformation, commercialism, and unrealistic beauty ideals may be recommended to kids and teens. Child-centered design codes are needed.

Implications for school safety

- Algorithms elevating extreme content/challenges
- Generative AI producing misinformation, pornographic images
- Likes/engagement counts reinforcing negative behavior
- Anonymity
- Online culture – “flexing” and trolling vs. care/support



Center of Excellence Framework

5. Digital ecosystem design: Most digital platforms were designed by adults, for adults. Products are optimized for engagement and ad revenue, not child wellbeing. This means that extreme content, misinformation, commercialism, and unrealistic beauty ideals may be recommended to kids and teens. Child-centered design codes are needed.



INTENTIONS

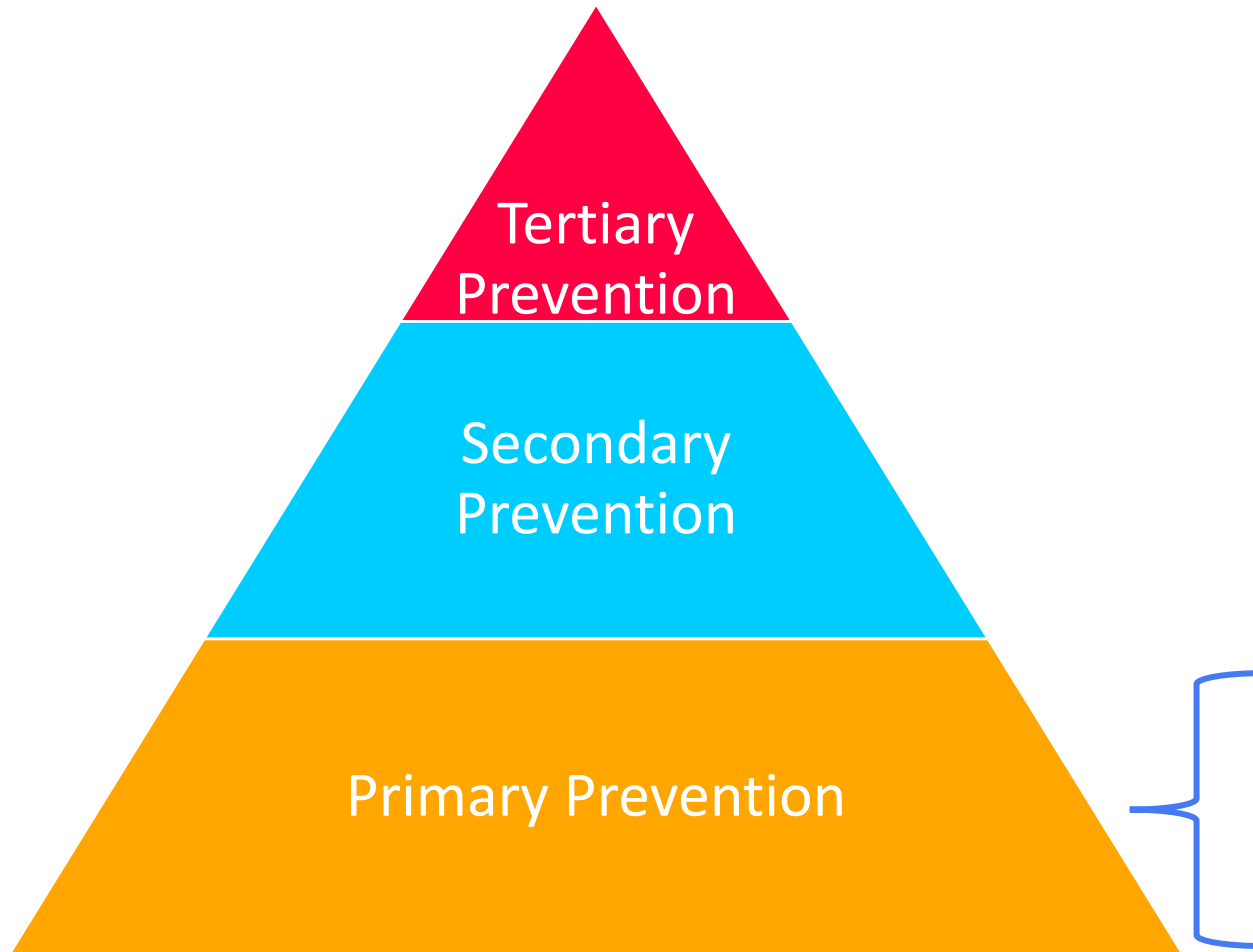
We developed the **DESIGN TRICKS** resources to support adolescents' digital literacy and help teens:

- (1) understand that technologies are *designed*, and design choices are not neutral,
- (2) recognize that many technologies are designed to capture and sustain our attention to generate revenue as part of the "attention economy,"
- (3) identify common design tricks and how they attract and hold attention, and
- (4) motivate teens to re-examine their personal tech habits.

What you can do

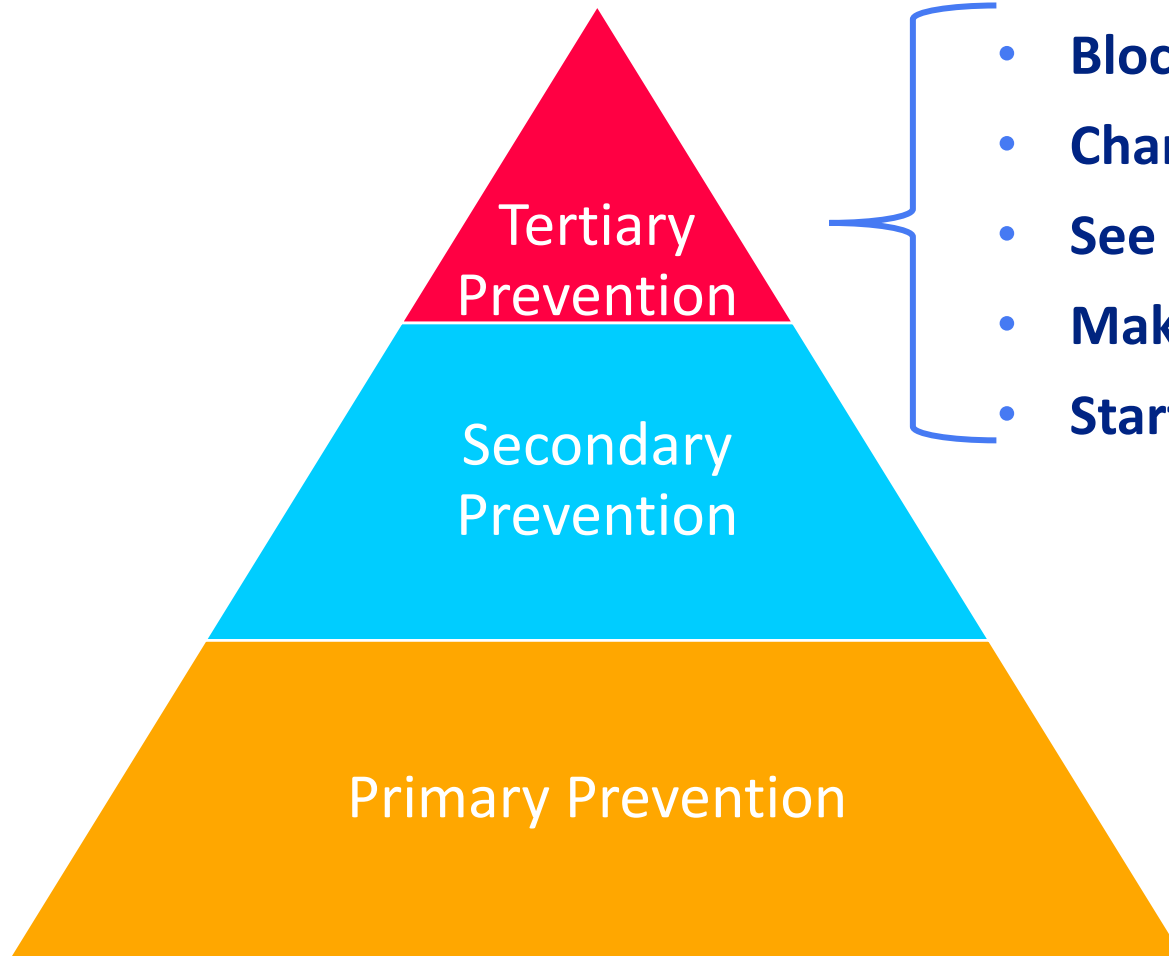
- Common Sense Education – Design Tricks curriculum
- Learn about policy initiatives at state and local levels
 - [LikesVSLearning_Report.pdf \(aft.org\)](#)
 - [Home - Designed with Kids in Mind](#)

Tiered Approaches are Needed



- Set consistent boundaries and routines.
- Choose positive content.
- Balance with sleep and other activities.
- Talk about it.

Tiered Approaches are Needed



- Block, report, address bullying.
- Change content or platforms used.
- See therapist/counselor if needed.
- Make shared plan for time away from devices.
- Start new activities that serve the same function.

Question & Answer Portal

- **Interactive Q&A Portal:** A two-way communication channel that allows clinicians, educators, parents/families, youth, and others to submit questions about social media and mental well-being
- Our CoE team, including our Co-Medical Directors, review all questions and develop prompt evidence-based responses that will be emailed to users.
- **Searchable by age** and includes all previously asked questions and responses made to date.

Get Your Questions Answered on Social Media and Youth Mental Health

Whether you're a parent seeking guidance about your child's relationship with technology, an educator in search of resources for your students or a physician navigating how to support your patients' mental health as social media becomes more of a prevalent force in their lives, our expert staff and physicians can help.

Ask Your Question



American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

Funding for the Center of Excellence was made possible by Grant No. SM087180 from [SAMHSA](#) of the US Department of Health and Human Services (HHS). The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, SAMHSA/HHS or the US Government.

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BEST PRACTICES CLEARINGHOUSE



Questions for the Context-Setting Speakers



Meet Our Panelists

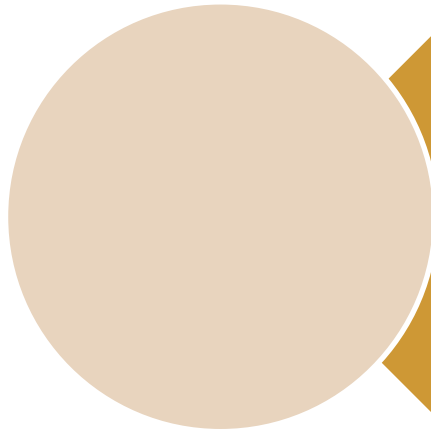
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[https://safesupportivelearning
.ed.gov/events/webinar/lesso
ns-field-webinar-promoting-
whole-student-health-
through-safe-digital-habits](https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-promoting-whole-student-health-through-safe-digital-habits)



Tamara Sobel

National Advisor, Health & Media Literacy,
Media Literacy Now
Founder, Girls, Women + Media Project,
MA



William Wright, III

School Counselor, Sherwood Acres
Elementary School, Dougherty County
School System, GA

Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website: <https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse: <https://bestpracticesclearinghouse.ed.gov/>

Upcoming Webinars

- **November 15:** Human Trafficking & Child Exploitation Series—Addressing Child Labor Exploitation
- **December 6:** Free to Learn Miniseries—Creating a Welcoming Environment
- **December 13:** Free to Learn Miniseries—Supporting Full Student Participation



Feedback Form

[HTTPS://WWW.SURVEYMONKEY.
COM/R/LFTF_SESSION53](https://www.surveymonkey.com/r/LFTF_SESSION53)



[NCSSLE] 2023 - Lessons from the Field - Promoting Whole Student Health Through Safe Digital Habits

Thank you for attending the webinar, *Promoting Whole Student Health Through Safe Digital Habits*, on November 8, 2023. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

2. Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

3. This webinar improved my understanding of the covered topic.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree



BEST PRACTICES CLEARINGHOUSE



Questions for the Panel